DOCUMENT RESUME

ED 333 373 CS 212 662

AUTHOR Simic, Marge; Smith, Carl, Comp.
TITLE Involving Parents in the Reading Process. Learning Package No. 7.
INSTITUTION Indiana Univ., Bloomington. School of Education.
PUB DATE 90
NOTE 43p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Distance Education; Elementary Secondary Education; Inservice Teacher Education; Learning Activities; *Parent Participation; *Parent Student Relationship; Reading Aloud to Others; *Reading Instruction; Reading Processes; Recreational Reading; Teacher Role
IDENTIFIERS Family Literacy; Reading Motivation

ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on involving parents in the reading process is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333373

ERIC/RCS
150 Smith Research Center
Indiana University
Bloomington, IN 47405

Learning Package #7

Involving Parents in the Reading Process

BEST COPY AVAILABLE

CS212662

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dr. Carl Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

INVOLVING PARENTS IN THE READING PROCESS

by Marge Simic

Lecture

The influence of parent involvement in learning to read remains one of those rare, if not the only topic concerning reading growth and development, that has withstood the test of time. What was affirmed by Huey in 1908, Smith in 1934, and Durkin in 1966, is reaffirmed in current literacy research by Taylor (1983), Teale (1981), and Vukelich (1984). The research is clear: Parents do play a powerful role in laying the foundation for learning to read and in supplementing learning that takes place once the child begins formal instruction in reading. As Taylor's (1983) work shows, the home provides many children with the foundation for becoming literate. Parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is.

Teachers should foster students' reading ability and interest by strengthening connections between reading at home and at school. They must be aware of ways in which children's learning to read in school may interact with literacy experiences already available in the home. It is important for the school to broaden children's literacy experiences and not to narrow them. For this reason, teachers should be sensitive to the fact that communication needs to flow in both directions. That is, information about children's school

progress in learning to read needs to be sent to parents, but parents should also be encouraged to communicate with teachers about their knowledge of their children's progress. For example, children sometimes enter school already knowing how to read a number of storybooks. Asking parents for information like this may enable teachers to plan more challenging activities for certain children.

In general, the teacher should be sensitive to children's family circumstances and look for signs that parents are interested in encouraging their children's reading at home. Suggestions made in response to a parent's request are quite likely to be followed. On the other hand, in some instances parents may be put off by uninvited suggestions which they see as conflicting with family routines or values.

In some cases, too, the teacher may find that it is another family member, perhaps a grandparent or an older sister or brother, rather than a parent, who is willing and able to support the child's recreational reading. Sometimes it is a neighbor, or the parent of another child in the class, who can be called upon to take the child to the library. In some cases, however, the teacher should be aware that a high degree of home support for reading is not always available to particular children. An extra dose of teacher attention may be the key to encouraging the recreational reading of these children.

Three major means that teachers can use to strengthen the connections between the home and school for the purpose of improving children's opportunities for learning to read are: 1) communicating with parents about children's learning to read; 2) involving parents in a recreational reading program; and 3) shaping the future of parent involvement.

Communicating With Parents About Children's Learning to Read

Written communication. Schools generally rely on report cards as the chief means of communicating with parents about children's progress in learning to read, as well as in other academic and social areas. Because report cards are usually sent home only four to six times a year, they generally can provide only a very broad overview of children's accomplishments. Thus, the teacher will probably wish to supplement report cards with other written reports to parents.

One option is progress letters, in which the teacher can describe in more detail the kinds of stories or expository selections the child is able to comprehend, some of the areas in which new vocabulary has been learned, and the kinds of books the child seems interested in reading on his or her own. Brief notes may be sent home with certain children on days when they have accomplished something special.

The teacher might also wish to send a letter home describing the goals of the classroom reading program and the types of

activities planned for the children. Or, the children themselves may write letters to their parents, describing their reading and writing activities and perhaps stapling to the letter a sample of work recently completed.

Conferences, open houses, and parent workshops. While the work schedule of many parents makes it difficult for them to volunteer in the classroom, they often are able to attend conferences, open houses, and workshops (Vukelich, 1984). During a parent conference, the child's progress in learning to read should be an important part of the discussion. Showing parents samples of the selections the child is reading, and of the child's writing, often gives them a better idea of how the child is progressing. Parents may be able to appreciate the progress a child has made if they are shown materials the child was working with earlier in the year, and then have the opportunity to contrast them with materials the child is presently using. A creative and enjoyable way to display student reading and writing progress is a "desk top book fair." Periodically, students display their favorite books they have read and/or written at school and at home. A viewing time is set aside for the child to share his/her reading and writing interests with teachers, parents, and other students. This personal reading and writing exhibit allows the student to feel a sense of ownership for the work he/she has done and, at the same time, it creates an awareness, both for the student and parent, of the progress made in their reading and writing skills.

Open houses can serve as an occasion for the teacher to explain the classroom reading program to the parents as a group. The teacher may wish to display the children's reading materials, basal readers as well as content area text books, and have samples of the children's writing in folders for their parents to peruse.

Workshops can provide direct instruction for the parent in helping their child attain reading progress, as well as focus on areas of parental concern. Survey parents for topic areas of concern and have workshops that meet the parents' individual needs. The parents' feedback can provide valuable information in planning for informative and worthwhile parent workshops. Typical workshop topics are parents wanting to help with homework, ideas and activities to help with reading and writing skills, etc. Parents are busy people. Provide several short workshops with quality information rather than quantities of information at lengthy sessions. It is vital, for the success and continuation of the workshops, to have the parents come away with a feeling that what they are doing at home is important, that they are leaving with helpful tips, ideas, activities to continue their work at home, and that they can return to seek more information and share their successes and accomplishments with others. The workshops can serve as support groups for teacher and parents in knowing that, together, the structured reading curriculum at school and the steady, consistent help with reading at home can make a difference in the child's reading growth.

Introducing the program. Spiegel (1981) reminds us that parents may need to be convinced of the value of a recreational reading program. She warns that teachers may need to clarify for some parents the fact that recreational reading is not a frill, but a key component in a complete developmental reading program. To gain the support of parents, teachers may wish to send out a series of short newsletters explaining the reasons for having a recreational reading program, how it will work, how it fits into the basic curriculum, and a list of suggestions of ways parents can help support the program through their efforts at home. Develop a parent involvement program based on a home-partnership model and a contract of cooperation between the parents and school. Such a contract might have the parents agree to:

1. Listen to their child read fifteen minutes three days a week.
2. Read a story a day to their child.
3. Three times a week, read a book or magazine of their choice for 15 minutes while their child reads something of interest.
4. Conduct the activities sent home in folders/bags each week.

At the same time, the teacher agrees to assist each student in his or her acquisition of reading skills, send the folders/bags home

each week, respond to parental concerns and questions, and send home supplementary books to be used during the reading periods at home. Asking parents to support recreational reading gives them a positive, pleasant, and low-pressure way of helping their children at home.

Parents reading aloud to children. Having parents read aloud to their children, or listen to their children read, is probably the most common method of parent involvement (Epstein and Becker, 1982). Perhaps the best approach the teacher can take is to offer parents suggestions about books their children might especially enjoy hearing. This would seem preferable to recommending specific procedures that parents should follow in reading stories to their children, or a particular schedule or amount of reading to be done.

Making use of the library. Another step teachers can take is to encourage parents to take their children to the library. Specifically, teachers may be able to collect applications for library cards, provide parents with information on the location and hours of public libraries, and pass on announcements of special events. Teachers may also give parents ideas about books their children would enjoy borrowing. For example, parents of reluctant readers might appreciate knowing about books their children have enjoyed, so they can help them find other books by the same author. When the children have borrowed books from the library, the teacher may ask them to see if their parents would be interested in hearing them

read aloud. Or the child might be asked to read to a younger sibling for a few minutes. Older children might be asked to see if their parents would be interested in sharing a library book with them. The important idea here is to let children see how reading can be a social experience, as well as an experience in and of itself.

Shaping the Future of Parent Involvement

Stimulating classroom experiences. The assumption is that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading (Durkin, 1966). The information regarding family involvement and its influence may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Research (Taylor, 1983) suggests that the families of those adults who read for pleasure were usually warm and loving and were families that tended to share experiences and spend time together reading and writing. There are adults, however, who describe very limited experiences with their family and yet admit to reading a great deal. Many of them were encouraged to read by a teacher, which supports the notion that school can be a shaper of adult interest when family influence is limited. It is possible that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure.

References

Durkin, D. (1966). Children Who Read Early. Columbia University: Teachers College Press.

Epstein, J. L., & Becker, H. J. (1982). Teachers' reported practices of parent involvement: Problems and possibilities. *Elementary School Journal*, 83 (2), 103-113.

Huey, E. B. (1908). The Psychology and Pedagogy of Reading. New York, MacMillan. Republished by M.I.T. Press, Cambridge, MN. (1968).

Ribovich, J. K., & Erickson, L. (1980). A study of lifelong reading with implications for instructional programs. *Journal of Reading*, 24, 20-26.

Smith, N. B. (1934). American Reading Instruction. Newark, DE: International Reading Association. Republished by the International Reading Association (1986).

Spiegel, D. L. (1981). Reading for Pleasure: Guidelines. Newark, DE: International Reading Association.

Taylor, D. (1983). Family Literacy: Young Children Learning to Read and Write. Exeter, NH: Heineman.

Teale, W. H. (1981). Parents reading to their children: What we know and need to know. *Language Arts*. 58 (8), 902-912.

Vukelich, C. (1984). Parents' role in the reading process: A review of practical suggestions and ways to communicate with parents. *Reading Teacher*, 37 (6), 472-477.

ERIC Digest

Clearinghouse on Reading and Communication Skills EDO-CS-91-02

Indiana University
2805 E. 10th St., Suite 150

D60

Bloomington, IN 47408-2698
(812) 855-5847

Parent Involvement in Elementary Language Arts: A Program Model

by Marge Simic

"Parent involvement" is fast becoming a hot topic. Teaching periodicals, parent magazines, newspapers, and even television talk shows and special broadcasts are emphasizing the impact parents make in educating their children. Topics include hints on effective communication at conference time, tips for establishing study skills and habits at home, and information on how to use parents effectively as volunteers in the classroom (Vukelich, 1984).

A potential limitation with the teacher-parents involvement suggestions described in some articles is that even though they may be worthwhile, they often lack an overall organization that allows teachers to plan and develop principled programs for parents (Becher, 1986; Becher, 1984; Vukelich, 1984). Many well-meaning, dedicated teachers approach parent involvement as an "afterthought" that may lack purposeful implementation. Parent involvement, in this sense, is not seen as part of the curriculum. A general format may help to eliminate wasted effort and guide the development of an organized approach to parent involvement—a parent involvement program that is integrated into the language arts curriculum.

Dimensions of Involvement

Petit (1980) attempts to organize the various dimensions of parent involvement. Petit specifies three levels or degrees of increasing parent involvement: (1) monitoring, (2) informing, and (3) participation.

At Petit's *monitoring level*, schools make parents aware of the school situation. Potter (1989) suggests that this is done through informal conversations (e.g., open houses, school programs), announcements regarding the school's activities, and questionnaires. This type of contact helps to establish parental feelings of assurance, confidence, and acceptance. Parents feel more comfortable sharing with the teacher their child's positive, as well as negative, attitudes about school that the child may be experiencing at home. Many schools are effective and active at this level of parent involvement with weekly bulletins, annual open houses in the fall, and public invitations to special school programs and activities.

Petit's second level is described as *informing*. This means keeping parents informed about the policies, procedures, aims, and expectations that exist in the school, but particularly in the classroom. The contact is more formal and direct. Communication at this level is more specifically between the classroom teacher and the parent rather than between the school and the parents. This is done through (1) parent-teacher conferences, (2) home visits, (3) class newsletters, (4) bulletin boards, (5) reporting, (6) phone calls, and (7) take-home packets.

In addition to teachers informing parents, parents need to inform the teacher about anything going on at home that may help the teacher to understand the child's behavior and performance at school. Parents should communicate with the teacher on how the child's reading and language activities are progressing at home and give feedback regarding the supportive activities done at home.

Participation is Petit's final level. At this level parents become actively involved in the classroom with teachers. Teachers solicit the assistance of parents in helping the school and/or classroom with instructional support. Parents might act as aides or volunteers in classrooms, helping with bulletin boards, checking assignments, or making games and activities. Parents might volunteer to work in the library, do typing, or work with school equipment such as laminating and duplicating. Parents who have had experiences that match a special theme or topic being explored by the class could be asked to make special presentations. They may be asked to participate in classroom instruction or act as classroom reading tutors or writing editors who work with one or two children who are experiencing difficulty. Parents who cannot actively participate in the classroom are encouraged to provide supportive instruction at home using reading and writing strategies and methods similar to those being used in the classroom.

It is necessary that parents be aware of effective instructional techniques when working with children in the classroom and at home. Parent knowledge and skills can be extended through parent observation and/or instruction. It is

Marge Simic has been a classroom teacher in elementary and secondary school, as well as a Chapter I Coordinator. She is a doctoral candidate in Language Education at Indiana University.

at this participation level that parents become involved in workshops or reading courses. Teachers, specialists, or other professionals explain to parents about the school's language arts program. Parents are then given instruction on how to help students in the classroom and at home.

A Program Model

One such program encourages parent participation in the classroom for those parents who are able to volunteer their time, but also emphasizes participation at home. In this program, an elementary school teacher was implementing a literature-based program in the language arts curriculum. The teacher informed the parents through letters that the students would be integrating reading and writing in the language arts block and that they would be involved in a variety of literature experiences. Parents were given detailed explanations of various strategies in the letters. The teacher asked for their support and involvement at home in helping their child accomplish assignments through these new experiences. Parents and students were encouraged to share reading at home, as well as to share ideas and thoughts about the books. Suggestions or strategies for sharing books were explained and sent home for parent reference.

As the students became acquainted with this literature-based program, enthusiasm for reading was apparent in many of the students. A letter was sent home recounting some of the students' positive experiences and asking for parent volunteers—those who felt comfortable with the discussions and strategies for sharing reading. Some parents came into the classroom to help with small group discussions, book projects, etc.

Later on, the writing process was briefly explained in a parent letter, and activities the students were engaged in and editing marks and skills were defined, so that parents could assist their child at home. In this same letter, parents were asked to come into the classroom to help small groups of students with the authoring cycle, edit final drafts, type student stories, and assist with bookmaking. When parents did volunteer, it was very common to see the students explaining and informing the parents what it was they were doing in literature circles. It was not uncommon to see parents in authoring circles listening to student stories, offering suggestions, and helping students with first drafts.

Parents were given opportunities to help in book selection for new literature groups. The teacher sent home book club orders and suggestions and recommendations for book selection. The letter encouraged parents and children to discuss the recommended books on the list and then make their selection together. Literature groups were then determined from the book selections made by parents and children.

The teacher provided additional opportunities for parent input through a variety of correspondence. Periodically, parent letters were sent home telling of the progress students were making with literature and author circles. An invitation to observe these activities in the classroom was extended. Contracts were sent home to be signed by parents, students, and teachers regarding classroom rules, homework policies, responsibility for using classroom literature sets, and support for achieving success in this program. A list of necessary reading and writing supplies was sent home, and parents were asked to donate some of the items, such as white-out ink, contact paper, markers, old greeting cards, index cards, wallpaper books, cereal boxes, cushions, bean bag chairs, and so forth.

Careful Planning Is Essential

Initiating an effective and well organized plan for parent involvement takes plenty of work—work to achieve it, work and commitment to maintain it. It is realistic to think that as one moves through the levels of involvement that Petit describes, the audience of parents narrows. It is easy to have all parents and all teachers included at the beginning levels. However, as movement makes its way up the levels, the focus narrows. Fewer parents and teachers are able and willing to enter into the "participation" level of involvement with classrooms and homes. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents still remains.

When parent involvement reaches the level in which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. This effective communication involves positive actions by teachers, parents, and administrators who are willing to cooperate and act in concert with one another. The Office of Educational Research and Improvement (1986) argues that teachers who succeed in involving parents in their children's schoolwork are successful "because they (teachers) work at it. "Working at it" calls for a commitment from principals, teachers, and parents which ultimately benefits the child.

References

Becher, Rhoda. "Parent Involvement: A Review of Research and Principles of Successful Practice." In L. Katz, Ed. *Current Topics in Early Childhood Education*, 6. Norwood, NJ: Ablex, 1984. [ED 014 563]

Becher, Rhoda. *Parents and Schools*. ERIC Digest. 1986. [ED 015 756]

Petit, D. *Opening Up Schools*. Harmondsworth, England: Penguin, 1989.

Potter, Gill. "Parent Participation in the Language Arts Program." *Language Arts*, 66(1), January 1989, 21-28. [EJ 381 859]

Vukelich, Carol. "Parents' Role in the Reading Process: A Review of Practical Suggestions and Ways to Communicate with Parents." *Reading Teacher*, 37(6), February 1984, 472-77. [EJ 291 313]

What Works: Research about Teaching and Learning. Washington, D.C.: Department of Education, Office of Educational Research and Improvement, 1986. [ED 263 299]

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Resources for Involving Parents in Literacy Development

Parent Role

The idea that parents play a vital role in their children's literacy development is not new. Edmond Huey, in 1908, wrote as follows:

> The child makes endless questionings about the names of things, as every mother knows. He is concerned also about the printed notices, signs, titles, visiting cards, etc., that come in his way, and should be told what they "say" when he makes inquiry. It is surprising how large a stock of printed or written words a child will gradually come to recognize in this way.

In 1934, Nila B. Smith acknowledged that early reading is taught at home rather than at school. Current literacy research, reported by Teale (1981), Doake (1981), Haussler (1982), and Taylor (1983), indicates not only that the *amount* of adult-child reading and writing interaction before school is important, but also that the *quality* of the interactions makes a difference. Parents' attitudes toward literacy, the time they spend interacting with children and print, and the accessibility of literacy materials in the home (such as newspapers, books, chalkboards, paper and writing implements) influence children's reading and writing development.

It is thus becoming increasingly important for educators to communicate to parents and child care professionals their crucial role in children's reading and writing development. While face-to-face contact with parents is preferable for establishing cooperation between home and school, it is not always possible. For a variety of legitimate reasons, parents cannot always attend school meetings or conferences. In addition, much of the home literacy environment is well established before parents bring a child to school for the first time. For these reasons, brochures, letters to parents, and educational pamphlets about the role of the home in literacy development provide a valuable line of communication between the home and the school.

Materials for Parents

Many international, national, state, and local organizations (as well as some private publishing companies) have recognized the importance of the parent in literacy development, publishing inexpensive brochures and pamphlets that are useful for parent education. Most of the pamphlets are written with parents as their audience and are reasonably priced. Purchasing these pamphlets and finding creative ways for disseminating them at school and in the community is an ideal project for the parent-teacher organizations and other parent or teacher groups.

In addition, teachers and administrators should reach into the larger community to alert other professionals—including noneducators—of the important role they can play in involving parents in literacy education. Schools should look for support for the dissemination of a variety of educational information by pediatricians, dentists, hospitals, childbirth and newborn class teachers, social workers, preschool teachers, and other child care professionals. Such literature should not only emanate from schools but also be distributed at doctors' offices and at other community agencies to provide parents with information about their important role in their children's success in school. In addition, state departments of education, book sellers, or other private industries might be contacted to help with dissemination and financial support.

The brochures or pamphlets may help parents think about their own role in their children's literacy development for the first time. Young parents at a newborn class may discover the importance of reading to their child from an early age or of allowing children to write on chalkboards.

At school, classroom teachers, reading specialists, and school administrators will find these brochures valuable in supplementing classroom reading calendars, newsletters, and personal letters which go home to parents throughout the year. Some are appropriate for explaining the importance of reading at the beginning of the school year; others list book selections which are ideal for sending home at winter holiday times; while still others will encourage summer reading at home.

Teachers and schools can thus build parent and educator cooperation in the development of literacy by becoming disseminators of useful, relevant information. Some resources may be obtained by writing to the organizations listed below. (Please include a #10 self-addressed, stamped envelope.) In addition, local resources should be checked. Many state and local reading, language, and early childhood organizations have a variety of fine brochures. Finally, a list of ERIC documents is presented below as a further source of helpful ideas and materials. With such resources, it is possible for school personnel to show parents and others in the community that schools provide leadership and take seriously the cooperative relationships necessary for literacy development.

Myrna M. Haussler, University of Arizona
Yetta M. Goodman, University of Arizona

BEST COPY AVAILABLE

Bibliography

Doake, D. "Book Experience and Emergent Reading in Preschool Children." Doctoral Dissertation, University of Alberta, 1981.

Haussler, M. "Transitions into Literacy: A Psycholinguistic Analysis of Beginning Reading in Kindergarten and First Grade Children." Doctoral Dissertation, University of Arizona, 1982.

Taylor, D. *Family Literacy: Young Children Learning to Read and Write.* Exeter, N.H.: Heinemann Educational Books, 1983.

Teale, W. "Toward a Theory of How Children Learn to Read and Write Naturally." *Language Arts* 59 (September 1982): 555-70.

Organizations

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Association for Childhood Education International
ACEI Publications
3615 Wisconsin Avenue, NW
Washington, D.C. 20016

The Children's Book Council, Inc.
67 Irving
New York, New York 10001

Education Department
Dell Publishing Company, Inc.
245 East 47th Street
New York, New York 10017

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19711

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

Scholastic, Inc.
50 West 44th Street
New York, New York 10036

Micromonographs Available from the International Reading Association

What Books and Records Should I Get for My Preschooler?
Norma Rogers

How Can I Help My Child Build Positive Attitudes toward Reading?
Susan M. Glazer

What Is Reading Readiness?
Norma Rogers

How Can I Help My Child Get Ready to Read?
Norma Rogers

How Can I Help My Child Learn to Read English as a Second Language?
Marcia Baghban

Why Read Aloud to Children?
Julie M. T. Chan

How Does My Child's Vision Affect His Reading?
Donald W. Eberly

References

Baron, Bruce, Christine Baron, and Bonnie MacDonald. *What Did You Learn in School Today? A Comprehensive Guide to Getting the Best Possible Education for Your Children.* New York: Warner Books, 1983. ED 232 754.

Baucher, Nancy A. *Usando el periodico durante el desarrollo (Growing Up Using the Newspaper).* Paper presented at the annual meeting of the New York State Reading Association, Kiamesha Lake, N.Y., November 2-5, 1982. ED 232 136.

Glynn, Ted, Stuart McNaughton, Vivianne Robinson, and Marianne Quinn. *Remedial Reading at Home: Helping You to Help Your Child.* Wellington: New Zealand Council for Educational Research, 1979. ED 184 081.

Huber, William T., Jr. *Helpbook: Helping Energetic Learning Parents in Primary Grades.* Franklin, Pa.: Franklin Area Public Schools, 1978. ED 167 965.

Kentucky State Department of Education. *Parents Are Reading Teachers Too!* Frankfort: Kentucky State Department of Education, Division of Program Development, 1976. ED 169 517.

Kerfoot, James F. *What Parents Should Know about Reading Comprehension.* Paper presented at the annual meeting of the International Reading Association, Kansas City, Mo., April 30-May 3, 1969. ED 031 379.

Maryland State Department of Education. *Parent Involvement in Basic Skills: Home Learning Activities (Kindergarten-Grade 3 and Parent Handbook).* Baltimore: Maryland State Department of Education, Office of Project Basic, 1982. ED 226 823.

Monson, Dianne L., and DayAnn K. McClenathan, eds. *Developing Active Readers: Ideas for Parents, Teachers, and Librarians.* Newark, Del.: International Reading Association, 1979. ED 178 872.

New York State Department of Education. *Language Experience for Your Preschooler. Part I: Activities at Home.* Albany: New York State Department of Education, Bureau of Continuing Education Curriculum Development, 1974. ED 095 987.

Oklahoma State Department of Education. *Reading: Parents, Kids, Teachers, Inc. A Resource Guide for Teachers Interested in Parental Involvement.* Oklahoma City: Oklahoma State Department of Education, 1982. ED 221 843.

Pennsylvania State Department of Education. *A Parent's Guide to Reading Instruction.* Harrisburg: Pennsylvania State Department of Education, Bureau of Curriculum Services, 1981. ED 201 998.

Ransbury, Molly Kayes. *How Can I Encourage My Primary-Grade Child to Read?* Bloomington, Ind.: ERIC Clearinghouse on Reading; Newark, Del.: International Reading Association, 1972. ED 112 358.

Simons, Jenny. *Learning to Read: Parents Can Help.* Watson, Australia: Australia Early Childhood Association, Inc., 1981. ED 212 350.

Tregaskis, George K., et al. *Learning Experiences at Home: Reinforcement for the Early School Program.* Albany: New York State Department of Education, Bureau of Continuing Education Curriculum Development, 1974. ED 105 995.

Trelease, Jim. *The Read Aloud Handbook.* New York: Penguin Books, 1982. ED 226 330.

Truby, Roy. *Parents in Reading: Parents' Booklet (Folleto para los padres).* Portland, Oreg.: Northwest Regional Educational Laboratory, 1979. ED 172 185.

Vail, Neil J., and Nancy R. Vail. *How to Help Your Child Grow in Reading.* Racine, Wis.: Racine Unified School District 1, 1975. ED 157 012.

Winograd, Peter. *Reading for Parents.* Urbana, Ill.: University of Illinois, 1979. ED 170 715.

Wolf, Pearl. *Parents and Reading: A Guide to Home Activities for Children. Centering On.* New York: New York City Teacher Centers Consortium, 1980. ED 236 526.

ERIC

A Product of the ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801
1984

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education, under contract no. 400-83-0025. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Editorial Board of the National Council of Teachers of English for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council of Teachers of English or the National Institute of Education.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

BEST COPY AVAILABLE

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED277770
AU: Bailey,-Billie; And-Others
TI: Chapter I: Impacting Excellence in Basic Skills since 1965. Initiative to Improve the Quality of Chapter I Projects.
CS: Mercer County Schools, Princeton, W. Va.
PY: 1986
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Computer-Assisted-Instruction; Economically-Disadvantaged; Educationally-Disadvantaged; Individual-Instruction; Parent-School-Relationship; Parent-Student-Relationship; Primary-Education; Reading-Centers; Reading-Writing-Relationship; Remedial-Programs; Rural-Schools; Writing-Laboratories
DE: *Language-Arts; *Parent-Participation; *Reading-Skills; *Supplementary-Education; *Writing-Skills
AB: The overall goal of the sections of Mercer County's Chapter 1 project described in this profile was to provide a low-risk environment for the development of writing, reading, and related language arts skills in first, second, and third grade children. This goal was implemented within the broader sphere of the total school community. Communication, coordination, and involvement within that setting were inherent in the project's success. The project followed a pull-out design wherein students received 45 minutes of daily instruction five times per week. Two unique features in the design were as follow: (1) an underlying belief that the development of reading and writing skills are related, and (2) a parent communication involvement program, called HOME WORKS, designed to meet the specific needs of Chapter 1 children. The program had a significant impact on the writing and reading abilities of children in all grades. "Ripple effects" from the program resulted in more student writing in all grades throughout the school. While both the experimental and control programs were successful, the former, using computers, had a greater impact, resulting in the implementation of primary reading laboratories in the control schools. (LHW)

AN: ED219718
AU: Chant,-Sally-A.; And-Others
TI: A Recipe for Motivating Successful Readers.
PY: [1979]
NT: 12 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Beginning-Reading; Early-Childhood-Education; Parent-Influence; Reading-Skills; Teacher-Influence
DE: *Child-Language; *Motivation-Techniques; *Parent-Role; *Prereading-Experience; *Reading-Materials; *Reading-Readiness
AB: A child progresses from listening to speaking, to developing vocabulary and word recognition skills, to reading the printed page. After a child develops language, vocabulary enrichment should be provided in a functional, meaningful, and real manner. Putting words in syntactical structure, hanging them around the

room as labels, or mounting them on cardboard assist children in beginning creative word usage. Comprehension in beginning reading comes through understanding that the printed symbols stand for words that are used in everyday speech. Exposure to sight words and to a wide variety of children's literature provides the word recognition necessary for comprehension. The conceptual development necessary for successful reading can be encouraged by introducing the child to the sequencing of events and the physical properties of the world and to literature. Parental involvement can provide this stimulus, but the most important element is time, the time a parent or teacher takes to read to young children and to listen to their responses. (JL)

AN: EJ371680
AU: Cooper,-Judith
TI: Book-Share: Involving Parents in Nursery Literacy.
PY: 1987
JN: Reading; v21 n2 p99-105 Jul 1987
AV: UMI
DE: Family-School-Relationship; Foreign-Countries; Preschool-Education; Reading-Programs; Reading-Skills; Self-Esteem; Student-Interests
DE: *Beginning-Reading; *Parent-Participation; *Parent-Role; *Reading-Attitudes; *Reading-Instruction
AB: Describes a teacher's development of a "book-share" reading program for nursery school children which involves students, parents, and teacher in a process of sharing books, responses to books, and concerns about reading skills. Suggests that such a program increases children's confidence about reading. (ARH)

AN: EJ377045
AU: Crisuolo,-Nicholas-P.
TI: Teach Your Child to Read 'Between the Lines'.
PY: 1988
JN: PTA-Today; v13 n7 p18-19 May 1988
AV: UMI
DE: Intermediate-Grades; Learning-Activities
DE: *Critical-Reading; *Parent-Role; *Reading-Skills; *Reading-Strategies; *Skill-Development
AB: Eight ways parents may help develop and sharpen their children's reading skills, especially those that are critical, are described. (JL)

AN: EJ311555
AU: Dupart,-Annie
TI: Commentary: Encouraging the Transition to Pleasure Reading among Children 10-12 years.
PY: 1985
JN: Reading-Teacher; v38 n6 p500-03 Feb 1985

AV: UMI
DE: Elementary-Education; Reading-Improvement; Reading-Instruction
DE: *Childhood-Interests; *Parent-Role; *Reading-Attitudes; *Recreational-Reading; *Teacher-Role
AB: Offers suggestions for use by parents and teachers to encourage children to read for pleasure. (FL)

AN: ED272858
AU: Dzama,-Mary-Ann; Gilstrap,-Robert-L.
TI: How Parents Prepare Their Children for a Formal Reading Program.
PY: 1985
NT: 10 p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Beginning-Reading; Family-Environment; Parent-Role; Preschool-Education; Prior-Learning; Reading-Aloud-to-Others
DE: *Parent-Child-Relationship; *Parent-Participation; *Reading-Material-Selection; *Reading-Readiness; *Reading-Research
AB: A study examined what parents of preschool children (infancy through age five) do to help their children get ready for a formal reading program, such as how often parents carried out prereading activities and how the activities compared with those generally suggested by early childhood education experts. Surveys completed by 157 parents indicated (1) which of five basic behaviors were a part of the parents' interaction with their preschool child, (2) other reading related activities in which parents participated, (3) the number of minutes per week in which parents were involved in these activities, and (4) the sources of their knowledge about the activities. The results indicated that the majority of respondents read stories on request at bedtime, usually reading the book and looking at the pictures, as well as pausing periodically to ask questions about the story. Most children asked for a specific story, parents' book selection usually reflected their childhood favorites, and mothers responded most often to the child's request for a story. Most parents read to their child daily, and gifts, bookstores, and public libraries were the sources for most children's books. Parents'childhood experiences provided information about reading readiness activities, and pointing to and reading signs was the most frequently mentioned "other" activity. Finally, "Sesame Street" was the favorite television program; most children watched one or more hours of television per day, and most respondents considered themselves good reading role models for their child. (Tables of data constitute the bulk of the report. (HTH)

AN: ED256863
AU: Epstein,-Joyce-L.
TI: Effects of Teacher Practices of Parent Involvement Change in Student Achievement in Reading and Math.
PY: 1984
NT: 22 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academic-Achievement; Elementary-Education; Parent-Teacher-Cooperation; Student-Improvement
DE: *Achievement-Gains; *Mathematics-Achievement; *Parent-Participation; *Reading-Achievement; *Teaching-Methods
AB: To study the effects over time of teacher practices concerning parent involvement on student achievement test scores, longitudinal data from 293 students (in Baltimore, Maryland, Grades 3 and 5) who took the California Achievement Test in the fall and spring of the 1980-81 school year, were analyzed. The students were in the classrooms of 14 teachers who ranged in their emphasis from confirmed leaders to infrequent users to non-users of parent involvement in learning activities at home. Results show that, from the fall to the spring, students whose teachers were leaders in the use of parent involvement made greater gains in reading achievement than did other students. However, there were no effects on math achievement for students whose teachers involved parents. These results are the first to link particular teaching practices concerning parent involvement to the actual responses of the parents and the change in achievement of their children. Apparently, important consequences can occur when teachers make parent involvement in learning activities at home part of their regular teaching practice. (KH)

AN: ED229733
AU: Erwin,-Barbara-K.; Mangano,-Nancy
TI: Parent Involvement in the Primary Reading Curriculum: One Approach.
PY: 1981
NT: 26 p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (9th, San Antonio, TX, January 29-31, 1981). Some appendix material is marginally legible.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Directed-Reading-Activity; Primary-Education; Reading-Aloud-to-Others; Reading-Skills
DE: *Beginning-Reading; *Parent-Participation; *Parent-School-Relationship; *Program-Evaluation; *Reading-Attitudes; *Reading-Programs
AB: The Bryan Independent School District (Texas) has implemented a primary grade parent involvement program based on a home-partnership model and a contract of cooperation between the parents and schools. By signing the contract, the parents agree

to (1) listen to their child read 15 minutes three days a week; (2) read a story a day to their child; (3) three times a week, read a book or magazine of their choice for 15 minutes while their child reads something of interest; and (4) conduct the activities sent home in folders each week. At the same time, the teachers agree to assist each student in his or her acquisition of reading skills, send the folders home each week, respond to parental concerns and questions, and send home supplementary books to be used during the reading periods at home. The folders contain a sight word list, independent activities, and parent directed lessons. This package is accompanied by a weekly newsletter from the teacher that informs parents of the skills and activities that the students are engaged in that week. Both teachers and parents have responded positively to the program, and, after the first year, both groups noted that the students had developed a positive attitude toward reading. Appendixes include examples of activities in the folders, teacher responses to the parent involvement questionnaire, and parent responses to the parent questionnaire. (HOD)

AN: ED282178
AU: Graves,-Ruth, Ed.
TI: The RIF Guide to Encouraging Young Readers. A Fun-filled Sourcebook of over 200 Favorite Reading Activities of Kids and Parents from Across the Country, Plus an Annotated List of Books and Resources.
CS: Smithsonian Institution, Washington, D. C. National Reading is Fun-damental Program.
PY: 1987
AV: Doubleday and Company, Inc., 245 Park Ave., New York, NY 10167 ($8.95 softcover--ISBN-0-385-23632-8; hardcover--ISBN-0-385-24110-0).
NT: 324 p.
PR: Document Not Available from EDRS.
DE: Annotated-Bibliographies; Elementary-Education; Parent-Participation; Parent-Student-Relationship; Preschool-Education; Reading-Attitudes; Reading-Interests
DE: *Learning-Activities; *Motivation-Techniques; *Parent-Role; *Reading-Games; *Reading-Habits; *Reading-Materials
AB: Based on the notion that reading is both fun and fundamental, this book contains a stimulating array of activities that parents can use to engage their children in reading from the toddler stage through primary school. The first section provides information on how to use the guide, and some tips for encouraging young readers. The second and major portion of the guide provides specific activities to encourage young readers, divided into several areas including the following: (1) read aloud activities, (2) ways to use the local newspaper for reading fun, (3) rainy day ideas, (4) how to use television as a springboard to reading, (5) how to use the four seasons to spark interest in reading, and (6) ideas that lead from writing to

reading and back again. General age ranges are suggested for each activity and all activities allow for substitution and embellishment. The third section presents an annotated booklist of more than 200 quality publications categorized by age group. Further resources for parents and children are suggested in the final section, some with annotations, including books and periodicals for parents, booklists, magazines and book clubs for children, and relevant organizations. (JD)

AN: EJ332842
AU: Greaney,-Vincent
TI: Parental Influences on Reading.
PY: 1986
JN: Reading-Teacher; v39 n8 p813-18 Apr 1986
AV: UMI
NT: Special Issue: Reading, Writing, Thinking
DE: Literacy-Education; Reading-Ability; Reading-Interests; Recreational-Reading
DE: *Family-Environment; *Family-Influence; *Interpersonal-Communication; *Parent-Child-Relationship; *Reading-Habits; *Reading-Skills
AB: Examines the influence of parents on the development of their children's reading skills and habits and examines some specific aspects of the home environment that are closely related to reading. Concludes that parents have an important contribution to make, both to the development of reading skills and encouraging the leisure reading habit. (HOD)

AN: EJ350634
AU: Greaney,-Vincent; Hegarty,-Mary
TI: Correlates of Leisure-Time Reading.
PY: 1987
JN: Journal-of-Research-in-Reading; v10 n1 p3-20 Feb 1987
AV: UMI
DE: Grade-5; Intermediate-Grades; Reading-Interests; Reading-Research; Student-Motivation
DE: *Cognitive-Development; *Family-Environment; *Parent-Role; *Reading-Attitudes; *Reading-Habits; *Recreational-Reading
AB: Examines the relationship between leisure-time reading and home environment, reading attitude, and reading motivation. Suggests, from the perspective of developing the leisure reading habit, that (1) what parents "do" is more important than what they "are" and (2) the emphasis placed on reading in the home and on academic and intellectual development was related to leisure time reading. (JD)

AN: EJ343098
AU: Hannon,-Peter; And-Others
TI: Home-School Communication by Means of Reading Cards.

PY: 1986
JN: British-Educational-Research-Journal; v12 n3 p269-80 1986
DE: Elementary-Education
DE: *Communication-Thought-Transfer; *Family-School-Relationship; *Parent-Participation; *Reading-Achievement; *Reading-Improvement; *Reading-Programs
AB: Presents the results of a three-year study designed to improve reading achievement through the use of an organized parent and teacher "comment card" program which encouraged parents to listen to and evaluate their children's reading and encouraged written dialogue between parents and teachers. Provides an sample of the card form used and typical parent comments. (JDH)

AN: EJ363160
AU: Henderson,-Phyllis-A.
TI: Effects of Planned Parental Involvement in Affective Education.
PY: 1987
JN: School-Counselor; v35 n1 p22-27 Sep 1987
AV: UMI
DE: *Humanistic-Education; *Intermediate-Grades; *Parent-Participation; *Reading-Achievement; *Self-Esteem
AB: Examined planned parental involvement as part of affective education program. Assigned fifth and sixth grade students (N+231) from two schools to either affective education group, affective education and parental involvement group, or control group. Students completed pre- and post-tests measuring self-esteem, alternative thinking, and reading achievement. Alternative thinking appeared most affected by planned parental involvement. (NB)

AN: EJ304031
AU: Lautenschlager,-John; Hertz,-Karl-V.
TI: Inexpensive, Worthwhile, Educational--Parents Reading to Children.
PY: 1984
JN: Reading-Teacher; v38 n1 p18-20 Oct 1984
AV: UMI
DE: Elementary-Education; Program-Content; Program-Development
DE: *Parent-Role; *Reading-Aloud-to-Others; *Reading-Improvement; *Reading-Instruction; *Reading-Programs; *Student-Motivation
AB: Outlines a program that helped parents to become active partners in their children's reading development. (FL)

AN: ED283140
AU: Lockledge,-Ann; Matheny,-Constance
TI: Looking toward the Family: Case Studies of Lifelong Readers.
PY: 1987

NT: 24 p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Case-Studies; Elementary-Secondary-Education; Family-Attitudes; Reading-Research; Teacher-Influence; Teacher-Student-Relationship
DE: *Literature-Appreciation; *Parent-Attitudes; *Parent-Role; *Reading-Aloud-to-Others; *Reading-Attitudes
AB: Interviews with over 200 adults, both those who enjoy reading and dislike reading, were used to investigate the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. The information provided may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Excerpts from interviews suggest that the families of those adults who read for pleasure were usually warm and loving and were families that tended to share experiences and spend time together reading and writing. There are adults, however, who describe very limited experiences with their family and yet admit to reading a great deal. Many of them were encouraged to read by a teacher, which supports the notion that school can be a shaper of adult interest in reading when family influence is limited. It is possible that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure. (Samples of complete interviews and references are included.) (Author/JC)

AN: EJ376103
AU: Loveday,-Evelyn; Simmons,-Katy
TI: Reading at Home: Does it Matter What Parents Do?
PY: 1988
JN: Reading; v22 n2 p84-88 Jul 1988
AV: UMI
DE: Parent-School-Relationship; Reading-Materials
DE: *Parent-Role; *Parent-Student-Relationship; *Reading-Aloud-to-Others; *Reading-Games; *Reading-Improvement
AB: Examines parental involvement in shared reading and reading games as they affect reading improvement. Concludes that it doesn't matter which reading-related activity parents do with their children, as long as they receive initial counselling and ongoing support from the school. (RS)

AN: EJ346892
AU: Matthews,-Charles-E.
TI: Lap Reading for Teenagers.
PY: 1987

JN: Journal-of-Reading; v30 n5 p410-13 Feb 1987
AV: UMI
DE: Listening-Skills; Oral-Reading; Reading-Material-Selection; Secondary-Education; Student-Motivation; Teaching-Methods
DE: *Parent-Role; *Reading-Aloud-to-Others; *Reading-Attitudes; *Reading-Instruction; *Reading-Interests; *Teacher-Role
AB: Argues that reading aloud to teenagers can provide some of the same benefits that lap reading gives to younger children. (FL)

AN: EJ336405
AU: Montgomery-Aaron,-Patricia
TI: Positive Parental Images in Children's Literature.
PY: 1986
JN: Childhood-Education; v62 n4 p287-91 Mar-Apr 1986
AV: UMI
DE: Childhood-Needs; Concept-Formation; Imagery-; Literature-Appreciation; Realism-
DE: *Characterization-; *Childrens-Literature; *Parent-Child-Relationship; *Parent-Role; *Reading-Material-Selection; *Role-Models
AB: Argues that by introducing young children to books that portray parents in positive images, teachers can provide a source from which children can view the world positively. Includes suggestions for selecting books that portray parents. (HOD)

AN: ED247527
AU: Moser,-Susan-E.
TI: Early Reading. Parents Who Want to Can and Should Help Their Children Acquire Early Reading at Home.
PY: 1984
NT: 117 p.; M.Ed. Thesis, Pennsylvania State University.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Family-Influence; Parent-Child-Relationship; Preschool-Education; Reading-Research; Reading-Skills; Teaching-Methods
DE: *Beginning-Reading; *Early-Reading; *Home-Instruction; *Parent-Role; *Reading-Instruction; *Reading-Readiness
AB: Intended to encourage parents to help their children acquire early reading skills at home, this paper provides a rationale and recommendations for early reading instruction. Following an introduction, the sections of the paper discuss (1) the historical background of beginning reading, (2) the benefits of early reading, (3) early reading case studies, (4) teaching methods for early reading, (5) recommendations to parents, and (6) the implications of early reading instruction. A five-page bibliography is included. (HTH)

AN: ED286150

AU: Nebor,-Jon-N.
TI: Parental Influence and Involvement on Reading Achievement.
PY: [1986]
NT: 13 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Beginning-Reading; Childhood-Attitudes; Literature-Reviews; Parent-Attitudes; Parent-Role; Reading-Instruction; Reading-Research; Role-Models
DE: *Attitude-Change; *Family-Environment; *Parent-Child-Relationship; *Parent-Participation; *Reading-Achievement; *Reading-Attitudes
AB: A review of the research on the effects of parental influence and parental involvement on children's reading achievement indicates that when parents take an active and positive part in their child's education the results often turn out well for the student. Parental influence is defined as any opinion, attitude, or action (other than direct tutoring) that somehow shapes or molds the child's reading attitudes. Involvement is defined as any direct tutorial help the child receives with his or her reading. Studies show that parental role modeling will improve a child's reading, because the child sees reinforcement of the value of education outside of school. Parents who read books and magazines as leisure activities are more likely to have children with a high degree of interest in literature and reading. Other studies indicate that a child must want to read before he or she can acquire any substantial reading skills. Parents' attitudes other than toward reading can also influence reading achievement. Conflict or overprotection can interfere with reading skills, sometimes requiring parent counseling. Direct parental involvement in the form of tutoring can significantly increase a child's reading skills, although the parents must also know how to tutor in order to get the best possible results. Successful readers tutored in the home receive fewer critical and punishing statements from their parents than do problem readers. Overall, the research shows that the more help a child receives from his or her parents, and the more prepared they are to help their child, the better the child's reading achievement. (HTH)

AN: EJ313498
AU: Rhodes,-Lynn-K.; Hill,-Mary-W.
TI: Supporting Reading in the Home--Naturally: Selected Materials for Parents.
PY: 1985
JN: Reading-Teacher; v38 n7 p619-23 Mar 1985
AV: UMI
DE: Child-Development; Elementary-Secondary-Education; Evaluation-Criteria; Language-Acquisition; Parent-Role; Reading-Skills
DE: *Parent-Participation; *Reading-Attitudes; *Reading-Instruction; *Reading-Materials; *Reading-Material-Selection

AB: Provides sources of aid and encouragement for parents of children of all ages who want to help their children develop positive attitudes toward reading and sharpen their reading skills. (FL)

AN: ED300[illegible]
AU: Senson,-Victor-R.
TI: For the Love of Reading.
PY: 198[illegible]
JN: Humanities; v9 n6 p27-28 Nov-Dec 1988
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adult-Basic-Education; Program-Descriptions
DE: *Adult-Literacy; *Adult-Reading-Programs; *Childrens-Literature; *Parent-Student-Relationship; *Reading-Aloud-to-Others
AB: This article describes Vermont's "Connections" project, a book discussion program designed to move newly literate adults from practical literacy to "literate" literacy by engaging them in discussion of texts and ideas in the tradition of liberal education in the humanities. The article also describes the Vermont Reading Project, a separate office to circulate existing programs and design new ones, and the "Family Reading Project," which engages parents in a discussion of the best examples of children's literature with the goal of encouraging them to read to their children. (RS)

AN: EJ274251
AU: Shuck,-Annette; And-Others
TI: Parents Encourage Pupils (PEP): An Innercity Parent Involvement Reading Project.
PY: 1983
JN: Reading-Teacher; v36 n6 p524-28 Feb 1983
AV: Reprint: UMI
DE: Achievement-Need; Elementary-Education; Parent-Participation; Program-Development; Program-Effectiveness; Reading-Research; Urban-Education
DE: *Achievement-Gains; *Parent-Role; *Parent-School-Relationship; *Reading-Achievement; *Reading-Instruction; *Reading-Programs
AB: Describes an inner-city parent involvement program based on research showing that when parents provide extra reading instruction at home their children's reading performance improves. Reports on an evaluation of the program that showed significant reading achievement gains for children enrolled in it. (FL)

AN: ED301866
AU: Slade,-Kenneth

TI: Parents as Active Members in the School's Reading Program.
PY: 1988
NT: 8 p.; Paper presented at the Annual Rupertsland Regional Conference of the International Reading Association (3rd, Winnipeg, Manitoba, August 8-10, 1988).
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Beginning-Reading; Elementary-Education; Foreign-Countries; Parent-School-Relationship; Reading-Instruction; Reading-Programs; Reading-Research
DE: *Oral-Reading; *Parent-Student-Relationship; *Reading-Aloud-to-Others
AB: This paper presents an informal account of two studies concerned with the significant positive effect which students reading to a parent or other adult has on the students' reading performance. The paper describes the first study, conducted between 1975/76 and 1978/79 in London, in which over 2000 multiracial, working class children took books home and read aloud to an adult. Results indicated a significant gain in reading performance and sustained parental interest in the program. The paper also reports on a replication (with slight alteration) of the study involving 90 students in an elementary school in British Columbia. Results indicated that the experimental group recorded a greater gain in total reading achievement than the control group. The paper emphasizes that parental support for the program was also evident. (RS)

AN: ED231535
AU: Suchorsky,-Kathleen-A.
TI: Do New Parents Know What Developmental Activities Should Be Employed during Their Child's Early Years to Facilitate Reading Readiness?
PY: 1983
NT: 34 p.; Master's Thesis, Kean College of New Jersey.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Parent-Education; Preschool-Education; Questionnaires-; Surveys-
DE: *Parent-Attitudes; *Parent-Role; *Preschool-Children; *Reading-Readiness
AB: A survey questionnaire consisting of 14 multiple-choice questions was prepared in order to measure parents' knowledge in the area of reading readiness skills and to determine their views of themselves as their children's teachers. The questionnaire was distributed to 160 middle-class parents residing in New Jersey. A total of 123 responded. Questionnaires were tallied to ascertain the basic attitudes of parents toward beginning reading development, and results were analyzed to determine the informational needs of parents. It was found that many parents were ignorant of reading development activities for very young and preschool children. Approximately half of all parents erroneously thought coloring and counting contributed to reading development. One parent in four did not understand that visual

stimulation, categorizing, and rhyming contribute to reading development. The vast majority of parents felt that categorizing belongs in the classroom rather than in the home. (RH)

AN: ED226330
AU: Trelease,-Jim
TI: The Read-Aloud Handbook.
PY: 1982
AV: Penguin Books, 625 Madison Ave., New York, NY 10022 ($5.95 paper).
NT: 223 p.
PR: Document Not Available from EDRS.
DE: Elementary-Education; Instructional-Improvement; Parent-School-Relationship; Reading-Attitudes; Reading-Habits; Reading-Improvement; Sustained-Silent-Reading
DE: *Parent-Participation; *Parent-Student-Relationship; *Reading-Aloud-to-Others; *Reading-Instruction; *Student-Needs; *Teaching-Methods
AB: Intended for both parents and teachers, this handbook promotes reading aloud as a way to stimulate students' interest in reading and to improve their reading achievement. After an introduction and first chapter that stress the value of reading aloud, the book's second chapter explains when to begin reading aloud to children. The following three chapters describe the stages of reading aloud, its do's and don'ts, and criteria for judging the appropriateness of reading material for the method. Chapters six and seven explain the roles of home and public libraries and television in a read aloud program, while chapter eight promotes sustained silent reading as reading aloud's natural partner. The final chapters contain an annotated list of read aloud materials and a guide to using the listed materials. (JL)

AN: ED282649
AU: Weil,-Cheryl-Y.
TI: Increasing Parent Involvement To Obtain Significant Gains in Preschoolers' Reading Readiness Skills.
PY: 1986
NT: 180 p.; Practicum Report, Nova University. Portions of appended material contain marginally legible print.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Early-Parenthood; Guidelines-; Preschool-Education; Resource-Materials; Workshops-
DE: *Disadvantaged-Youth; *Parent-Participation; *Preschool-Children; *Reading-Readiness; *Urban-Areas
AB: A parent-resource teacher working in a public elementary school's Child Parent Center for preschool children in Chicago, Illinois, implemented a series of reading readiness training workshops for parents, preschool children, teachers, and teacher aides. These workshops were designed to increase disadvantaged

black preschool children's reading readiness scores; increase parent participation; and provide parents with strategies, activities, and information on building reading readiness skills. Program evaluation data indicated that, as the readiness workshops continued, parents, many of whom were adolescents, began to see their children growing more interested in books, being more expressive, and getting better reports from their teachers. Other parents heard about the benefits of the workshops. However, attendance charts revealed a fluctuation of attendance, with the first and sixth month of the 10-month intervention having the greatest attendance. Pretest-posttest comparisons indicated that children's reading readiness scores improved. Concluding remarks offer recommendations for improving the intervention program. Related materials are provided in 54 appendices. (Author/RH)

AN: EJ343635
AU: Weinberger,-Jo; And-Others
TI: Involving Parents in the Teaching of Reading: Will They Respond?
PY: 1986
JN: Reading; v20 n3 p179-83 Nov 1986
DE: Elementary-Education; Reading-Instruction; Recreational-Reading
DE: *Family-Influence; *Parent-Participation; *Reading-Attitudes; *Reading-Habits; *Reading-Programs; *Reading-Research
AB: Reports on a project to increase reading frequency in the home among working class disadvantaged White children. Concludes that in spite of many adverse factors decreasing the likelihood of increased reading frequency, the majority of families became and stayed involved with the project over its three-year span. (SRT)

AN: EJ340585
AU: Weinberger,-Jo; And-Others
TI: Variation in Take-Up of a Project to Involve Parents in the Teaching of Reading.
PY: 1986
JN: Educational-Studies; v12 n2 p159-74 1986
DE: Elementary-Education; Family-Involvement; Oral-Reading; Parent-Influence; Reading-Habits; Reading-Improvement; Social-Class
DE: *Parent-Participation; *Reading-Attitudes; *Reading-Instruction; *Reading-Programs
AB: Reports the results of a three-year study of factors related to variations in home reading frequency among children and parents participating in a project designed to encourage home reading. Factors investigated include: social class, employment status, adult reading habits, illness, contact with school, and parent attitudes toward helping their child at home. (JDH)

AN: ED285895
AU: Yap,-Kim-Onn
TI: Improving Chapter 1 through Parents: A Family Goal Program.
PY: 1987
NT: 23 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Attitude-Measures; Childhood-Attitudes; Elementary-Education; Home-Study; Improvement-Programs; Longitudinal-Studies; Parent-Attitudes
DE: *Compensatory-Education; *Parent-Participation; *Parent-School-Relationship; *Reading-Achievement; *Reading-Attitudes
AB: The impact of a parent-school partnership program on elementary school children's reading achievement and attitudes is being evaluated over five years. The program involves the parents in children's reading activities and allows them to influence their children's attitudes toward school achievement. Participating parents agree to support seven family goals to enhance reading and to keep a log of activities and progress. In six experimental and six comparison schools, reading achievement gains were assessed using the Metropolitan Achievement Test, the family log, a reading inventory, and a parent survey. Achievement gains were above national averages in all schools, with experimental schools slightly favored. Parents in both groups reported similar patterns of helping their children and similar perceptions of improved attitudes on the childrens' part. Over half the students said they liked to read; a fifth felt stories they read in school were too long or difficult. Strong positive correlations were found between improved reading, setting aside a specific time for study, and parental help with homework. Most of the parents (76%) considered the program to be a happy one; only about half felt it was easy. (MGD)

GETTING COPIES OF THE ITEMS DESCRIBED IN THE ERIC DATABASE:

The items described in the ERIC database have either an "ED" or an "EJ" number in the first field. **About 98% of the ED items can be found in the ERIC Microfiche Collection.** The ERIC Document Reproduction Service (EDRS) in Alexandria, Virginia can produce either microfiche or paper copies of these documents for you. Check the accompanying list of **ERIC Price Codes** for their current prices.

Alternatively, you may prefer to consult the ERIC Microfiche Collection yourself before choosing documents to copy. Over 600 libraries in the United States subscribe to this collection. To find out which libraries near you have it, you are welcome to call the ERIC Clearinghouse on Reading and Communication Skills at (812) 855-5847. Most such libraries have equipment on site for inexpensive production of paper copies from the fiche.

For those few ED-numbered items not found in the Microfiche Collection, check the availability (AV) field of the citation to get information about the author, publisher, or other distributor.

Items with an EJ number in the first field of the citation are journal articles. Due to copyright restrictions, ERIC cannot provide copies of these articles. Most large college or university libraries subscribe to the journals in which these articles were published, and the general public can read or copy the articles from their collections. Should you want copies of articles which appeared in journals not owned by your nearest university library, arrangements usually can be made via interlibrary loan; there frequently is a nominal charge for this, which is set by the lending library. If you are a faculty member, staff member, or student at the university, just ask at your library's reference desk.

For all other categories of users, most universities cannot provide interlibrary services. However, public libraries---which are there to serve all area residents---typically are hooked into statewide lending networks designed to ensure that all state residents have access to materials of interest. Ask your local public librarian about interlibrary loan policies, charges, etc.

There are also two professional reprint services which have obtained permission from some journals to sell article copies. These are University Microfilms International (Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, Michigan 48106---(800) 732-0616), and the Institute for Scientific Information (Original Article Tear Sheet Service, 3501 Market Street, Philadelphia, Pennsylvania 19104---(800) 523-1850). At the time of this publication, UMI charged $10.75 per article regardless of length, and ISI charged $9.50 for the first ten pages, plus $2.00 for each additional ten pages or fraction thereof. However, please check with them for current prices before ordering.

ERIC Price Codes

PAPER COPY /HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1- 25	$ 2.03
PC 02	26- 50	4.06
PC 03	51- 75	6.09
PC 04	76- 100	8.12
PC 05	101- 125	10.15
PC 06	126- 150	12.18
PC 07	151- 175	14.21
PC 08	176- 200	16.24
PC 09	201- 225	18.27
PC 10	226- 250	20.30
PC 11	251- 275	22.33
PC 12	276- 300	24.36
PC 13	301- 325	26.39
PC 14	326- 350	28.42
PC 15	351- 375	30.45
PC 16	376- 400	32.48
PC 17	401- 425	34.51
PC 18	426- 450	36.54
PC 19	451- 475	38.57
PC 20	476- 500	40.60
PC 21	501- 525	42.63
PC 22	526- 550	44.66
PC 23	551- 575	46.69
PC 24	576- 600	48.72
PC 25	601- 625	50.75
PC 26	626- 650	52.78
PC 27	651- 675	54.81
PC 28	676- 700	56.84
PC 29	701- 725	58.87
PC 30	726- 750	60.90
PC 31	751- 775	62.93
PC 32	776- 800	64.96
PC 33	801- 825	66.99
PC 34	826- 850	69.02
PC 35	851- 875	71.05
PC 36	876- 900	73.08
PC 37	901- 925	75.11
PC 38	926- 950	77.14
PC 39	951- 975	79.17
PC 40	976-1,000	81.20

ADD 2.03 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NO. OF FICHE	PRICE
MF 01	1- 480	1-5	$ .86
MF 02	481- 576	6	1.03
MF 03	577- 672	7	1.20
MF 04	673- 768	8	1.37
MF 05	769- 864	9	1.54
MF 06	865- 960	10	1.71
MF 07	961-1,056	11	1.88
MF 08	1,057-1,152	12	2.05
MF 09	1,153-1,248	13	2.22
MF 10	1,249-1,344	14	2.39
MF 11	1,345-1,440	15	2.56
MF 12	1,441-1,536	16	2.73
MF 13	1,537-1,632	17	2.90
MF 14	1,633-1,728	18	3.07
MF 15	1,729-1,824	19	3.24

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

HOW TO ORDER ERIC DOCUMENTS

EDRS **ERIC**® **DOCUMENT REPRODUCTION SERVICE**

7420 FULLERTON ROAD, SUITE 110
SPRINGFIELD, VA 22153-2852

OPERATED BY

CINCINNATI BELL INFORMATION SYSTEMS (CBIS) FEDERAL
800-443-3742 703-440-1400

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES PC	UNIT PRICE	TOTAL UNIT COST
TOTAL NO. OF PAGES				SUBTOTAL	
UNIT PRICE SCHEDULE				RESIDENTS OF VA, MD AND DC - ADD APPLICABLE SALES TAX	
				SHIPPING CHARGES	
				TOTAL COST	

MICROFICHE (MF)

NUMBER FICHE EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$1.15
Each additional microfiche (additional 96 pages)		$ .25

PAPER COPY (PC)

NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 25	PC01	$3.12
Each additional 25 pages		$3.12

CHARTS FOR DETERMINING SHIPPING CHARGES

U.S. POSTAL SERVICE 1st CLASS POSTAGE FOR					MICROFICHE ONLY	
1-7 Microfiche ONLY $0.29	8-19 Microfiche ONLY $0.52	20-30 Microfiche ONLY $0.75	31-42 Microfiche ONLY $0.98	43-54 Microfiche ONLY $1.21	55-67 Microfiche ONLY $1.44	68-80 Microfiche ONLY $1.67

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY*

*UPS will not deliver to a P.O. Box Number. A Street Address must be provided.

1 lb. 81-160 MF or 1-75 PC PAGES Not to Exceed $2.79	2 lbs. 161-330 MF or 76-150 PC PAGES Not to Exceed $3.30	3 lbs. 331-500 MF or 151-225 PC PAGES Not to Exceed $3.74	4 lbs. 501-670 MF or 226-300 PC PAGES Not to Exceed $4.09	5 lbs. 671-840 MF or 301-375 PC PAGES Not to Exceed $4.31	6 lbs. 841-1010 MF or 376-450 PC PAGES Not to Exceed $4.53	7 lbs. 1011-1180 MF or 451-525 PC PAGES Not to Exceed $4.77	8 to 10 lbs. 1181-1690 MF 526-750 PC PAGES Not to Exceed $5.17-$5.94

NOTE–Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

SEE REVERSE FOR EXPEDITED DOCUMENT DELIVERY SERVICE

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MasterCard or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S. customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

VISA

WE HONOR BOTH

MasterCard

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)

☐ MasterCard ☐ VISA

Account Number _____ Expiration Date _____

Signature _____

☐ Deposit Account Number _____

Signature _____

ENTER "SHIP TO" ADDRESS _____

_____

_____

CALL TOLL FREE 1-800-443-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK
ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

EXPEDITED DOCUMENT DELIVERY

Expedited delivery of ERIC documents is available.

- Call in your order 24 hours a day toll free 1-800-443-ERIC (3742).
- Fax your order 24 hours a day 703-440-1408.

Your order will be shipped to you, by the method you select, on the fifth (5th) working day after receipt.

To insure expedited receipt, request shipment by either:

- USPS Express Mail
- Federal Express
- UPS Next Day Air
- FAX transmission of your document

Shipping and FAX transmission charges will be added to the cost of the document(s) by EDRS.

These requesting and delivery methods are in addition to the 3-day delivery services available in response to orders received through the use of on-line data base services.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.111 per microfiche. If you prefer a silver halide film base, the cost is $0.225 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education (RIE)** since 1966 are available on microfiche at a unit price of $0.131 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986, collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information, write or call toll free 1-800-443-ERIC (3742).

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research and Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CBIS Federal.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CBIS FEDERAL MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CBIS Federal will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CBIS Federal. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

9. DEFAULT AND WAIVER

a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage, allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.